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# *Reflective Outcomes in Asynchronous Computer Mediated Communication: A Case Study using a Comparative Method*

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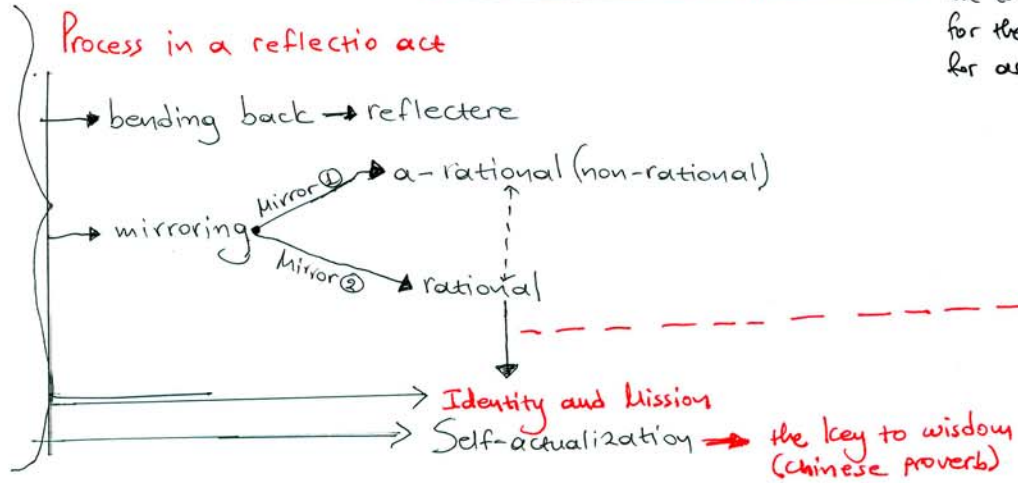
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# REFLECTERE

**A MIND MAP:**  
Reflections on developing the conceptual framework for the coding scheme for assessing reflectivity.

**Assumptions:** I see the following embedded goals/aims for a reflexio act

- i) immediate: [happens unconsciously → when I want to understand something that brings me joy or sadness].
- ii) intermediate: [contextual reflectere → when I want to improve my CPD, my practice].
- iii) ultimate: [I come to understanding of 'self' outside the issue → everything finally makes sense and I come to harmony with nature!!!].



**notes:** The Cartesian assumption is that self-awareness will provide knowledge and understanding about teaching... in a cartesian scheme of subject-who-reflects and object-who-is-reflect-ed-upon simultaneously (Hadler, 1989). This cartesian framework places value on all reflection simply because it is a demonstration of self-awareness. From a cartesian perspective, all reflection is desirable because it indicates a consciousness of self!!

e.g. to examine teacher rational processes only is not enough!!  
Professional learning is more than a set of rules/a process of using those rules to make a decision on how to behave, act in e.g. the workplace.

**notes:** Fullan (1995) suggests that education is a 'moral enterprise' (1995: 253) and Hanway (1994) proposes that reflective practice involves the moral questions of 'should' and 'ought!'.

**notes:** Louren (1992) also identifies a moral or ethical component to reflection.

